



De La Salle University – Dasmariñas

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**Preferences of High School Students on the Strategies Used
In Teaching the Four Science Subjects**

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**ABSTRACT**

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OBJECTIVES OF THE STUDY**A. GENERAL**

Find out the preferences of students on the strategies used by science teachers in teaching the four Science subjects.

B. SPECIFIC

1. Identify the different strategies used by teachers in teaching the four science subjects in high school.

2. Determine which of the different strategies are preferred in learning the four science subjects.

SCOPE AND COVERAGE

This study was conducted in Bulihan National High School, Bulihan, Silang, Cavite. The investigation limited itself to the eighty-eight students from all year levels who represented by 30 percent of



individual and group reporting, lecture-discussion, reporting-discussion were 93.75% observed. Other strategies vary with percentage observations between 6% and 87%. Field trip technique was not observed.

3. In Chemistry, one hundred (100) percent of the third year students observed deductive method. Ninety-six and forty three (96.43) percent observed recitation technique. Ninety two and eighty six percent observed teacher-directed demonstration. Other strategies had varied percentage observations from 14% to 89%.

4. Observed strategies of fourth year students were arranged as follows: deductive, component, individual and group reporting and textbook learning technique (96%); memorization and unit reporting (92%); reading and storytelling, research, problem solving and project technique. Other strategies had varied percentage observations from 24% to 88%.

5. The strategies preferred by the first year students wherein deductive method was 100 percent preferred were: recitation technique, laboratory, experimenting, brainstorming, debate, lecture-discussion and film-showing-discussion technique which got 94.74 percent. Other strategies had varied percentage preferences from 21% to 89%.



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6. Laboratory, experimenting, and memorization were 100% preferred by the second year students. Sequential, transitional, small group discussion, Morrisonian reporting, individual and group reporting, schematic reporting, research, project, role-playing, field trip, teacher directed demonstration, lecture-discussion, film showing discussion and reporting-discussion equated at 93.75%. Other strategies had varied percentage preferences from 12% to 87%.

7. The preferences of third year students in Chemistry were dominated by deductive method wherein 100% of the students preferred it. Laboratory and component techniques were 93.43% preferred. Sequential and film showing-discussion equated at 92.86%. Other strategies vary percentage preferences from 10% to 89%.

8. Deductive method notched other strategies as preferred by 100% of the fourth year students. Component method got 88% of the population. Film-showing-discussion got 80%. Other strategies had varied percentage preferences from 24% to 76%.

CONCLUSIONS

1. The first year students preferred deductive method. This means that they like a teacher to systematically explain to them their lesson. The teacher therefore needs to be expert and a master of her subject because it is only when one knows the lesson very well that



she can explain it well. A teacher should also be articulate so that the students can fully comprehend what is being discussed.

2. Since second year students preferred laboratory, and experimenting, the teacher should make sure that the students are given the chance to discover concepts by themselves. It is also important that enough materials are provided for better learning. In cases where the facilities are not sufficient, resourcefulness of the teacher should be practiced. This is to make sure that the yearning for knowledge is not affected by lack of materials.

On the other hand, it was noted that memorization was preferred by students. Teachers therefore should realize that memorization without comprehension is not effective learning. Activities should be employed where understanding of concepts is achieved rather than plain memorization.

3. It was also evident that third year students prefer deductive method in learning Chemistry. This indicated that they preferred an orderly, logical and step by step explanation of the lessons. The teacher therefore should try to be systematic in her method; she should make sure that her students understood the first topic before proceeding to the next. A recap every after discussion will be a great help. Also a review before the start of a new lesson will be an effective teaching style.



4. It was very evident that fourth year students also preferred deductive method. This method calls for teacher's mastery of the subject matter. Any teacher handling Physics should try to relate her lessons to daily life because this is one way of making students appreciate and find meaning in the topics discussed. Also the teacher should try to cultivate an interactive atmosphere in the class where she does not monopolize all the talking but rather consider that her students are also rich in information and knowledge.

RECOMMENDATION

1. The teacher should employ varied strategies in science considering the preferences of students.
2. Teachers must apply strategies that are required to develop the general and specific competencies stated in the science and technology curriculum or pattern strategies that are in compliance to the description of the four science subjects/program.
3. Teachers should be creative enough to innovate their teaching styles. They should be flexible to try new strategies. They should realize that there is no single effective way of teaching science
4. Another study regarding the strategies used by teachers and preferred by student is necessary to monitor the current science instruction trends.

**TABLE OF CONTENTS**

TITLE PAGE	1
ABSTRACT	2
APPROVAL SHEET	9
ACKNOWLEDGMENT	10
TABLE OF CONTENTS	12
Chapter	
1 THE PROBLEM AND ITS BACKGROUND	14
Background of the Study	14
Review of Related Literatures	17
Theoretical Framework	59
Statement of the Problem	62
Assumption	62
Significance of the Study	62
Scope and Delimitation	64
Definition of Terms	64
2 METHOD	67
Research Method	67
Respondents	67
Research Instrument	68
Data Gathering Procedure	70
Data Analysis	70



3 RESULTS	71
Specific Question No. 1	71
Specific Question No. 2	80
4 SUMMARY, CONCLUSIONS & RECOMMENDATIONS	91
Summary	91
Findings	91
Conclusion	104
Recommendations	106
REFERENCES	107
Appendices	
A QUESTIONNAIRE	110
B REQUEST TO VALIDATE THE QUESTIONNAIRE	114
C CERTIFICATION OF VALIDATION	117
D CURRICULUM VITAE	118
E CERTIFICATION OF EDITING	120